

**THE INFLUENCE OF USING TWITTER APPLICATION TOWARDS
STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT
THE SECOND SEMESTER OF THE TENTH GRADE OF
MAN 1 PRINGSEWU IN ACADEMIC YEAR
2020/2021**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree



By:

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NPM. 1711040033

Study Program : English Education

Advisor : Meisuri, M.Pd

Co-advisor : Sri Suci Suryawati, M.Pd

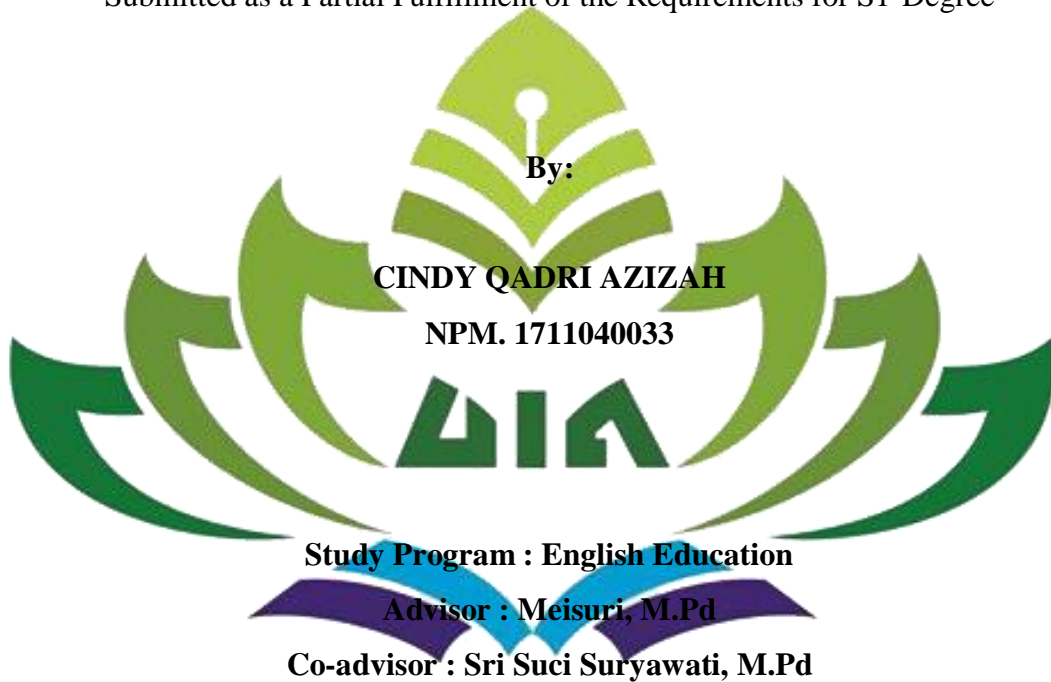
**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY OF LAMPUNG**

2020/2021

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ABSTRACT

**THE INFLUENCE OF USING TWITTER APPLICATION TOWARDS
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2020/2021**

**By:
CINDY QADRI AZIZAH**

This research was conducted based on the result of the interview in preliminary research that held in MAN 1 Pringsewu. The researcher found that many students faced some difficulties in writing. Most of them still confused how to arrange a sentence based on the correct grammar, they also have low motivation in writing and low vocabulary. The researcher tried to solve students' problem by using Twitter Application as the media in teaching writing. The aimed of this research was to know whether there is a significant influence of using twitter application towards students' writing ability in descriptive text at the second semester of the tenth grade of MAN 1 Pringsewu in academic year 2020/2021.

This research was conducted by using quasi experimental design. The population of this research was all of tenth grade students of MAN 1 Pringsewu in academic year 2020/2021. There are two classes as the sample of this research that were selected by using cluster random sampling technique, they were X IIS 2 as the experimental class and X MIA 4 as the control class. The instrument that was used to collect the data in this research is writing test. The test were pre-test and post-test. After collecting the data, the researcher analyzed the data by using SPSS.

From the data analysis, the value of the significant generated sig (P_{value}) = 0.000 < α = 0.05, which it means that H_0 is ejected and H_a is accepted. It can be concluded that there is a significant influence of using Twitter Application towards students' writing ability in descriptive text at the second semester of the tenth grade of MAN 1 Pringsewu in academic year 2020/2021.

Keywords: *Descriptive Text, Quasi Experimental Design, Twitter Application, Writing Ability.*



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“THE INFLUENCE OF USING TWITTER APPLICATION TOWARDS STUDENTS’ WRITING ABILITY IN DESCRIPTIVE TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF MAN 1 PRINGSEWU IN ACADEMIC YEAR 2020/2021”

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ADMISSION

A thesis entitled: **“THE INFLUENCE OF USING TWITTER APPLICATION TOWARDS STUDENTS’ WRITING ABILITY IN DESCRIPTIVE TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF MAN 1 PRINGSEWU IN ACADEMIC YEAR 2020/2021”**, by: **CINDY QADRI AZIZAH, NPM: 1711040033**, Study Program: English Education, was tested and defended in the examination session held on: Tuesday, August 31st 2021.

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DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Twitter Application Towards Students’ Writing Ability in Descriptive Text at the Second Semester of the Tenth Grade of MAN 1 Pringsewu in Academic Year 2020/2021” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, August 2021

The Researcher,

Cindy Qadri Azizah

NPM. 1711040033



MOTTO

هَلْ جَزَاءُ الْإِحْسَنِ إِلَّا الْإِحْسَنُ ﴿٦٠﴾

“The reward of goodness is nothing but goodness.” (Q.S. Ar – Rahman: 60)¹



¹ Maulawi Sher ‘Ali, *The Holy Qur’an Arabic Text and English Translation*, (UK: Islam International Publications Limited, 2015), p. 637

DEDICATION

This thesis is dedicated to all my beloved people who always cares, loves, and support me:

1. My beloved parents, Mr. Rusdiyanto Dwija Saputra and Mrs. Lindayani who always pray for my success, advised me wisely, financed me, give me a lot of love, motivation, support, and all of the best thing that they have. I love them so much.
2. My beloved young brothers and young sister, Dhimas Pramudya Ramadhanu, Aerilyn Bellvania Cintakirana, and Azril Fauzan Rashya who always give me love and support for me.
3. My beloved big family who always give a support for me.
4. My beloved best friends, Alfaynie Axelfa Trie Aprilia, Dinda Anisah Atmaja Putri, Akbar Rival Firdaus, Earsy Alma Azkhia, Aulia Fitri Ramadhani, Cintia Wulandari, and Bunga Sahal who always remind me to not giving up, give a help, contribution, and support for me to accomplish this thesis.
5. My beloved friends of 6A6 PBI A Class 2017.
6. My almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Cindy Qadri Azizah was born in Margo Bhakti on January 2nd, 2000. She is the first child of four children of Mr. Rusdiyanto and Mrs. Linda. She has two young brothers named Dhimas Pramudya Ramadhanu and Azril Fauzan Rashya, and she has one young sister named Aerilyn Bellvania Cintakirana.

She began her study at elementary school of SD Negeri 2 Dabukrejo in 2005 and graduating in 2011. Then, she continued her study at Islamic Junior High School of Perguruan Diniyyah Putri Lampung in 2011. After graduating from Islamic Junior High School in 2014, she continued her study in Madrasah Aliyah Negeri 1 Pringsewu and graduated in 2017. Then in 2017, she continued again her study in State Islamic University (UIN) of Raden Intan Lampung as the student of English Education Study Program of Tarbiyah and Teacher Training Faculty.

During her study in UIN Raden Intan Lampung, she joined some organizations such as ESA (English Student Association) in her faculty and UKM Bahasa in 2018.

ACKNOWLEDGEMENT

Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace and salutation is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Twitter Application Towards Students’ Writing Ability in Descriptive Text at the Second Semester of the Tenth Grade of MAN 1 Pringsewu in Academic Year 2020/2021” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support, and many valuable things from various sides. Therefore, the researcher would sincerely thank to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with her personnel who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd., as the first advisor and the chairperson of English Education Study Program of UIN Raden Intan Lampung who has patiently guided and directed the researcher until the completion of this thesis as well.
3. Sri Suci Suryawati, M.Pd., as the great co-advisor, who always patiently guided, helped, supervision especially in correcting and given countless time for the researcher to finish this thesis as well.

4. All lectures of English Department of UIN Raden Intan Lampung who have taught the researcher since the first of her study.
5. Almadi, S,Ag., M.Pd.I, the headmaster of MAN 1 Pringsewu for allowing the researcher to conduct the research.
6. Muh. Faizin, S.Pd, English teacher of MAN 1 Pringsewu for being helpful during the research process and giving suggestion during the research; all the teachers, and the students at the second semester of the tenth grade of MAN 1 Pringsewu in academic year 2020/2021 for allowing, carrying out the research in their institution and for giving the contribution and being cooperative while the researcher was conducting the research there.

Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, August 2021

The Researcher,

Cindy Qadri Azizah

NPM. 1711040033

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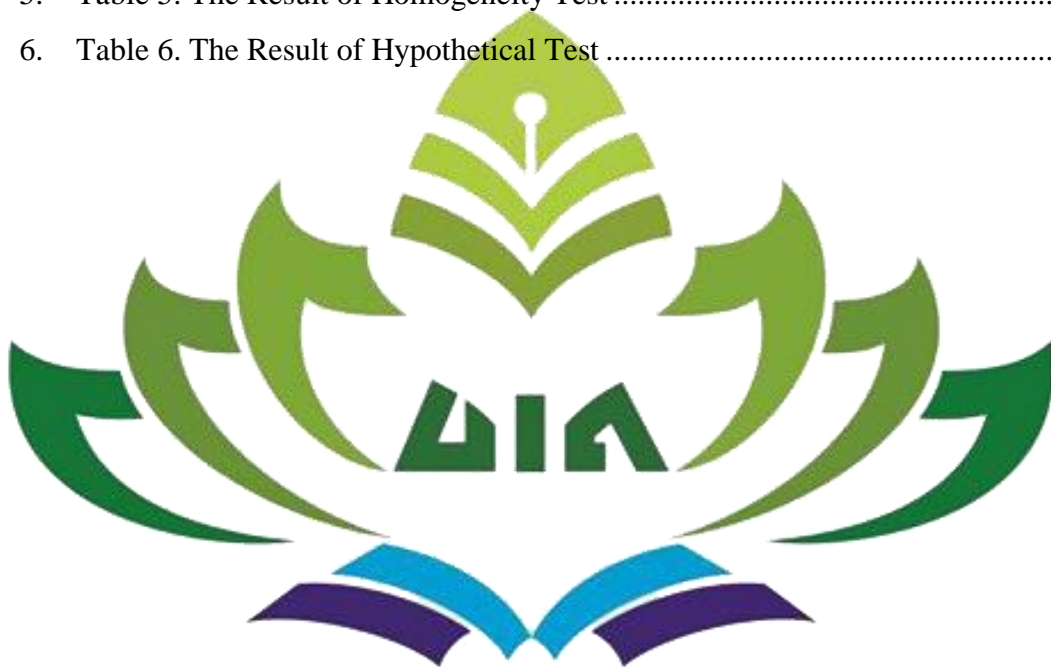
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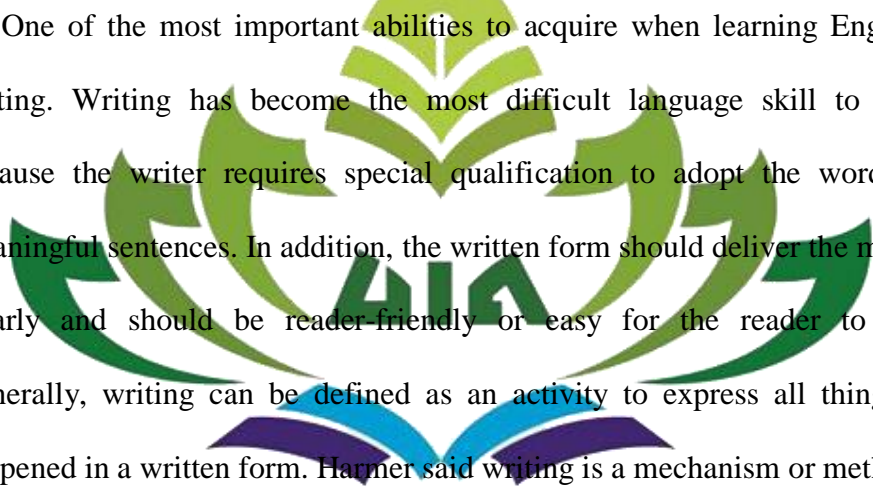
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CHAPTER I

INTRODUCTION

This chapter discusses the problem's background, identification, limitation, formulation, objective, uses, and scope of the research.

A. Background of the Problem



One of the most important abilities to acquire when learning English is writing. Writing has become the most difficult language skill to master because the writer requires special qualification to adopt the words into meaningful sentences. In addition, the written form should deliver the message clearly and should be reader-friendly or easy for the reader to grasp. Generally, writing can be defined as an activity to express all things that happened in a written form. Harmer said writing is a mechanism or method for creating a language and showing someone's opinion, mind, or judgment.² It means writing is about how to create or make a language that can be used to deliver a message, information, and also build communication with others. As the way of communication, writing is a bit similar to speaking which both of them are known as productive skills. The productive skills, also known as active skills, need some form of language result, and should produce a result

² Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), p. 31

or product. The writing teacher mostly refers the result of writing processes like essay, story, and all of the written product that looks similar.³

Writing is an essential part of learning English. Writing has various purposes, including to create a story, to express oneself, to provide information, or to persuade someone. Previously, writing was applied as a practice instrument to assist the students in rehearsing the language that they had been studying.⁴ When students learn grammar or vocabulary in English, they must practice it to understand the material clearly. For example, when the students learn about simple past tense, they need to practice the material by writing to know the verb that should be changed, know the written form correctly, know how to organize a correct phrase of the words and so forth.

The mechanism of writing needs a dissimilar set of qualification.⁵ It is a bit complicated and causes most students face several issues while writing in English. In writing, students get a chance to think, ponder, alter, and organize the words into correct sentences then make a paragraph by the sentences. Bachani stated writing in English is harder than speaking fluently. It is due to the fact that the context of writing is produced by words and there is no direct rapport or interaction among the writer and the reader.⁶ In practice, it causes a lot of difficulties for students who learn to write. Harmer stated that studying

³ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed.)*, (California: Longman, 2001), p. 335

⁴ Jeremy Harmer, *How to Teach English*, (Longman: Pearson Education Limited, 2007), p. 112

⁵ H. Douglas Brown, *Teaching by principles: An Interactive Approach to Language Pedagogy (2nd Ed)*, *Op. Cit*, p. 335

⁶ Mohini Bachani, *Teaching Writing* (Vallabh Vidyanagar: Waymade College of Education, no years), p. 1

writing has various issues, as most the students do not feel confidence to write, do not think that writing is fascinating, and image that they do not have any words to say.⁷

The obstacles in learning writing are real confronted by students in writing practice. The researcher did the preliminary research at MAN 1 Pringsewu and found that the tenth grade students have issues with their writing skills. Based on the interview result between the researcher and MIA students in tenth grade at MAN 1 Pringsewu on September 14th, 2020, the researcher discovered that most of MIA students in tenth grade have learning-writing problems. First, students are not really motivated to write. They feel that writing activities in the class are boring especially in the online class. As we know, since COVID-19 has been called in March 2020, the teaching and learning process in Indonesia cannot be conducted face-to-face. Meanwhile, the researcher knew that the teacher did not utilize specific media when it comes to writing education. The teacher mostly instructed all students to rewrite some texts from their textbook into students' book and translate it. Second, it is not able for students to write properly. This issue is related to grammar. Also, sometimes the pronunciation and written form of English vocabulary is different. It makes students confused about how to write word by word correctly. Third, the students have a low vocabulary. The limitation of vocabulary is also the cause of writing problem of students. The last, students are not attracted in writing activities. The majority of students believe that

⁷ Jeremy Harmer, *How to Teach English, Op. Cit*, p. 113

writing is really difficult and they need to think hard the grammar, how to arrange the sentence correctly, and the vocabulary that they want to use.

The outcome of the researcher's interview with the English teacher indicated that students' writing abilities are poor. It also showed by students' writing score that was given by Mr. Faizin as the English teacher on September 14th, 2020 in MAN 1 Pringsewu. The score is classified based on the theory of Heaton, which score divided into four categories⁸. It described in table 1:

Table 1
Students' Writing Score at the Tenth Grade of MAN 1 Pringsewu in the Academic Year of 2020/2021

No	Score	Category	Classes				Total	%
			X MIA 1	X MIA 2	X MIA 3	X MIA 4		
1	100-80	Excellent to Very Good	2	2	3	1	8	6.06%
2	79-66	Good to Average	3	3	6	5	17	12.88%
3	65-56	Fair to Poor	5	6	6	7	24	18.18%
4	≤ 55	Very Poor	26	25	15	17	83	62.88%
Number of Students			36	36	30	30	132	100%

Source : Data from MAN 1 Pringsewu's English teacher.

⁸ J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1988), p. 146

Note:

- Minimum Score: 10
- Maximal Score: 100

Many students have a poor score from the table above. Most students are in the lowest class, which is 64.88 percent, or extremely low class. There are 83 from 132 students that have writing scores under 55 and only 6.06% who get a very good score. It means the tenth grade students in MAN 1 Pringsewu are still low in writing.

Consequently, the researcher concluded that the solution to solve students' problems in writing is build students' interest in writing first. To keep students interested in a writing, teacher should use interesting media. Media or medium plays a significant part in classroom activities, which means medium may effortlessly and communicate the material funly. The usage of media may also assist teachers in building students' interest in the pandemic era of education and learning.

During COVID-19 pandemic, the usage of online media is the best solution that can be used by schools to continue an online learning activity. Even the education institutions also provide some facilities for online learning, which provides an online learning platform. In addition, teachers also trying to work out solutions to tackle online learning by using some ways through media, such as performing a video call or creating a group study to discuss the material in order to encourage learning activity. In this pandemic era, media

are extremely helpful in helping teachers to give the students information, particularly for teaching writing.

There are several intriguing media which may be utilized to enhance students' writing ability, including social media. As well as we know that in this era, social media is the most popular thing that almost all the people use in this world. Talking about social media, Twitter is one of the prominent social media, which may be beneficial during any learning process.

There are numerous reasons why people use Twitter. There are positive and negative effects of utilizing Twitter. In this research, the researcher seeks to connect innovation with the development of English, especially in the field of teaching descriptive text at high school.

Twitter is a microblogging that people used to write a discussion on a homepage of a person. Almost all companies, celebrities, or politicians have Twitter profiles to connect with the audience. Mostly, people used Twitter as a place to share something, developing relationships, or just for chatting with others. Twitter also can be used in an education area such as for communication, class activities, and professional development. Twitter helps the teacher and the students to interact easily in brevity, immediacy, and openness. Honeycutt & Herring in Ecem Ekinici & Ebru Sire Kaya explained that Twitter has a good impact on discussion, debate, informing news, and split information as an instrument to education. Furthermore, Wakefield et al.

discovered that Twitter can be used to support students' understanding of a course material by interactive environment and affiliated rapid feedback.⁹

From the aforementioned facts, here the researcher found that Twitter can be used in education. According to Rakhma, Twitter can be used not only as a social network but also can be used in education or as a learning medium. With Twitter, the instructor will easily share links, communicate and develop a relationship with the other.¹⁰ As the interview has shown that students are bored of learning writing in the classroom, the researcher aims to provide an exciting manner of the use of Twitter as a medium for learning and teaching writing. Then, the researcher concerned the research on the use of Twitter as a media application to teach the writing ability of students because the teaching method of the teacher is uninteresting. The researcher combined the use of Twitter Application with the use of Peer Response Technique.

Previous study that similar to this topic was carried out by Yudi Juniardi and Ria Utami of Sultan Agung Tirtayasa entitled Improving Students' Writing Skill Through Twitter. This study was undertaken to determine the enhancement of writing via Twitter in planning activity and recount text. The researchers assessed grammar and content aspects of students' writing. In their research, they were done two cycles of post-test through Twitter and both of

⁹ Ecem Ekinici & Ebru Sire Kaya, "Effects of Twitter on EFL Students' Academic Success in Writing," *IJLET: International Journal of Languages Education and Teaching*, Vol. 6, Issues 3, (2018), p. 93

https://www.researchgate.net/publication/327831432_Effects_of_Twitter_on_EFL_Students%27_Academic_Success_in_Writing, accessed on 12th February 2020.

¹⁰ Latifah Rakhma, et. al., "Writing Short Stories Using Twitter as a Media for Students' Writing Skills," *ETERNAL: English Teaching Journal*, Vol. 11, No. 1, (2020), p. 18
https://www.researchgate.net/publication/341445763_Writing_Short_Stories_Using_Twitter_as_a_Media_for_Student%27s_Writing_Skills, accessed on 28th January 2021.

the percentages of improvement of the cycles increased.¹¹ Another research is Mervat Abd Elfatah Ali Said Ahmed from Qassim University titled The Effect of Twitter on Developing Writing Skill in English as a Foreign Language. His research concluded that there was a statistically significant difference in the result between experimental and control class in writing a five-paragraph essay. Experimental students that used Twitter are well able to increase their writing ability.¹²

The distinctions between past researches and the current research are as follows: First research used Twitter to enhance students' writing ability in planning activity and recount text by evaluating the grammar and content skills, whereas the current research used Twitter as a media of teaching students in writing text and evaluate five aspects of writing in producing descriptive text. Then the second previous research used twitter to develop writing skills and write a five-paragraph essay while the present research utilized Twitter to teach descriptive text.

According to preceding description, researcher focused this research on: “The Influence of Using Twitter Application towards Students’ Writing Ability in Descriptive Text at The Second Semester of The Tenth Grade of MAN 1 Pringsewu in Academic Year 2020/2021”.

¹¹ Yudi Juniardi and Ria Utami, “Improving Students’ writing Skill Through Twitter,” in *Conference of English Studies Series 10* (Center for Studies on Language and Culture, Atma Jaya Catholic University of Indonesia: Research Gate, 2018), <https://www.researchgate.net/publication/323596282>, accessed on 18th February 2020.

¹² Mervat Abd Elfatah Ali Said Ahmed, “The Effect of Twitter on Developing Writing Skill in English as a Foreign Language,” *Arab World English Journal (AWEJ) Special Issue*, no. 2, (2015) <https://www.semanticscholar.org/paper/The-Effect-of-Twitter-on-Developing-Writing-Skill-a-Ahmed/c3c82d5b70effb45e2f07c46c5b06e5775a7755d>, accessed on 18th February 2020.

B. Identification of the Problem

According to the preceding background description, researcher discovered various issues that students encounter when learning writing, which are listed below:

1. The students have low motivation in writing
2. The students are not able to write appropriately in grammatical rules
3. The students have limited vocabulary
4. The students are uninterested in writing

C. Limitation of the Problem

Researcher concentrated this research on the influence of using Twitter Application towards students' writing ability in descriptive text at the second semester of the tenth grade of MAN 1 Pringsewu in academic year 2020/2021. Based on the syllabus and lesson plan of English lesson in MAN 1 Pringsewu, then the descriptive text's topics are person, place, and thing.

D. Formulation of the Problem

Referring the aforementioned limitation, researcher framed the problem as follows: "Is there any significant influence of using Twitter Application towards students' writing ability in descriptive text at the second semester of the tenth grade of MAN 1 Pringsewu in academic year 2020/2021?"

E. Objective of the Research

From the formulation of the problem above, this research objective was to know whether there is a significant influence of using twitter application towards students' writing ability in descriptive text at the second semester of the tenth grade of MAN 1 Pringsewu in academic year 2020/2021.

F. Significance of the Research

The researcher thought that the research outcome would be:

1. Theoretically

The research outcome was intended to give contribution for the earlier research and provide information on how to use Twitter Application towards students' writing ability in descriptive text.

2. Practically

a. For the Teacher

The research result was expected to be utilized as an alternative method of language education, such as for teaching activities in the classroom.

b. For the Students

The research outcome was intended to give a benefit and increase students' enthusiasm in studying, especially for writing activity.

c. For the School

The research conclusion was intended to encourage the school to observe English teaching, particularly in teaching writing.

G. Scope of the Research

The following are the scope of this research:

1. Subject of the Research

Subject of this research was the students at the second semester of the tenth grade of MAN 1 Pringsewu in academic year 2020/2021.

2. Object of the Research

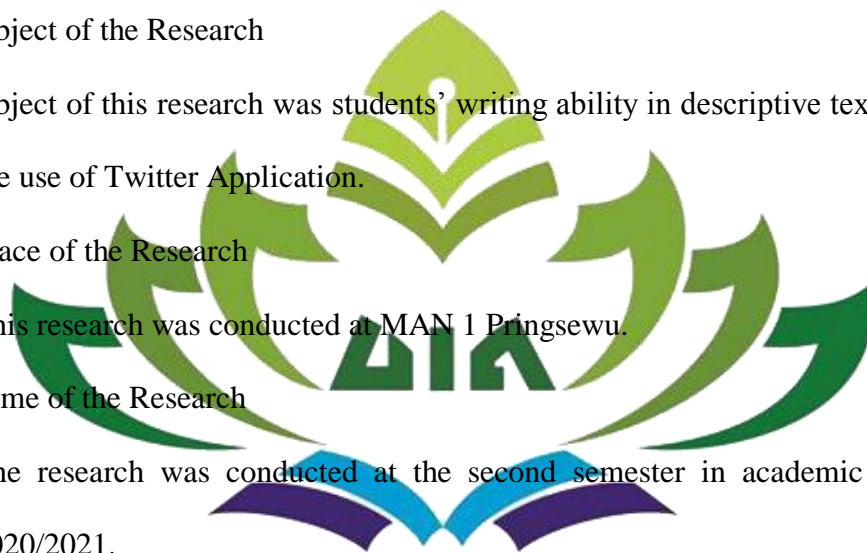
Object of this research was students' writing ability in descriptive text and the use of Twitter Application.

3. Place of the Research

This research was conducted at MAN 1 Pringsewu.

4. Time of the Research

The research was conducted at the second semester in academic year 2020/2021.



CHAPTER II

REVIEW OF LITERATURE

This chapter discusses about the literature review of this research, such as the theory of writing, theory of text, theory of descriptive text, theory of media, theory of twitter, relevance study, conceptual framework, and hypothesis.

A. Theory of the Research

1. Concept of Writing

a. Definition of Writing

The language making process to show or express someone's mind, view, or persuasion was defined by Harmer as the definition of writing.¹³ It indicates that the process of producing and expressing human thoughts in written form is called writing. Writing looks similar with speaking which both of them are the way to express ideas and show something what they want to say. The difference between speaking and writing is the speakers do it spontaneous. While in writing, the writers need to think and arrange what they thought before they write it in a structured sentence. Oshima and Hogue stated that Writing is done concurrently. Students have already started thinking about what they want to say in their mind and how to communicate it

¹³ Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), p.31

in writing, whereby this encourages students to be critical in their thought process.¹⁴

Raimes defines yet another writing definition. He defined writing as a qualification for revealing a notion, sentiment, and mind by organizing letter by letter into words, sentences, and paragraph.¹⁵ It indicates that a writer need a special skills to puts their thought in order to communicate their thoughts effectively in writing form. It is a bit difficult because the writer not only think and write something, but also they should focus on the grammar. In addition, it is important by the writer to think hard to choose the correct vocabulary that will be used and arrange the words into a structured sentences and paragraph.

When we talk about writing, most of people think that writing is just about write something in a paper and it sounds so bored. In fact, writing can be used to build a communication and discuss something with others. There are lot of equipment that may be used in writing to share or tell something to the society. When we open our social media, we will see people post and share what they feel by write something in their account. This activity is the kind of writing that have been mentioned by Hyland. Hyland defined writing as a method of conveying personal ideas.¹⁶ After someone posts what they want to

¹⁴ Alice Oshima and Ann Hogue, *Introduction to Academic Writing (3rd Ed.)*, (New York: Pearson Education Inc., 2007), p. 15

¹⁵ Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p. 3

¹⁶ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2004), p. 9

post in her/his account, some of friends will write a comment then they get a communication.

According to preceding description, writing can be concluded as an ability to construct a written language by thinking, investigating, and learning ideas to generate a text that shows personal meanings. The writer needs to pay attention with the grammar and the vocabulary in writing activity. Also, writing can be done in a phone or on a computer screen, not just in a book or a scrap of paper.

b. Definition of Writing Ability

Writing is a technique of composing words to communicate your thoughts, feelings and perceptions.¹⁷ In other terms, writing is one method of expressing what people are thinking in written form. People can write anything, as much as they want to express what they feel in a words. While, Hyland defined that writing is an expansion of linguistic use through daily practice in order to test learners' capability to create well-formed sentences.¹⁸ Writing is not just write in a document, but it includes an intricate procedure that also tests the capacity of someone to write correctly. There are few angles that ought to be completed in writing, which can be applied for scoring writing.

The ability of the author to deliver an information to people or society is called writing ability.¹⁹ In order words, writing ability may

¹⁷ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Edition), (White Plains, NY: Longman, 2000), p. 337

¹⁸ Ken Hyland, *Second Language Writing, Op. Cit*, p. 3

¹⁹ Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.22

be described as a skill of a writer to write something that understandable by the readers. Then, the message or information in written text will be delivered well to the readers.

According to the preceding description, writing ability refers to the writer's capability to get a communication with readers in written form. Writing ability can be greatly enhanced by practise a lot. Besides, writing ability can be scored by looking writing aspects. Writing aspects help writer in making an excellent writing.

c. Aspect of Writing

An excellent writing has several aspects or criterias. Heaton stated that writing has five aspects that should be fulfilled:

1) Content

The ability to think creatively and develop thoughts.

2) Organization

The ability to write in appropriate manner.

3) Vocabulary

The ability to use of word/idiom.

4) Language Use

The capability to write appropriate structure.

5) Mechanics

The ability to use punctuation, capitalization, spelling, and layout correctly.²⁰

²⁰ J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1988), p. 135

According to preceding description above, five writing components are content, organization, vocabulary, language use, and mechanics. These factors are also utilized to evaluate writing ability.

d. Writing Process

There are few procedures that should be taken during the writing process to produce an excellent writing. Harmer divided the steps into four stages, which are mentioned below:

1) Planning

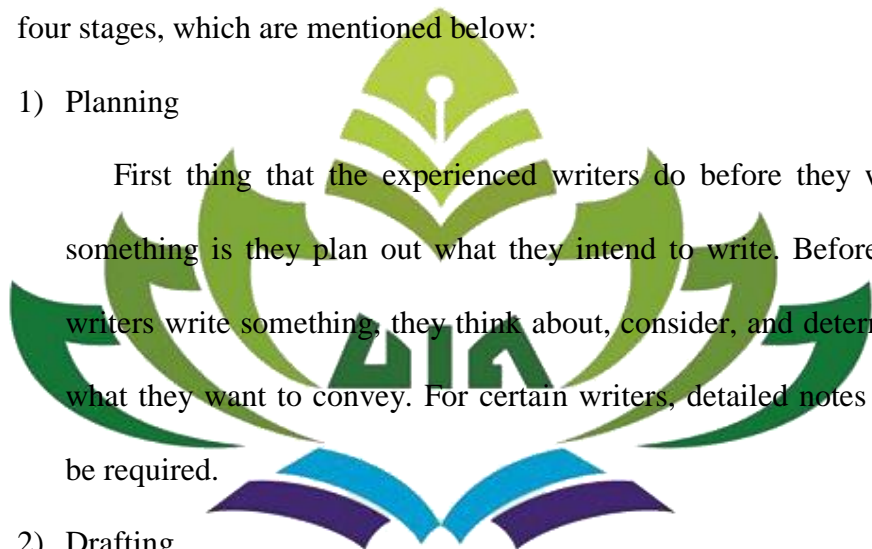
First thing that the experienced writers do before they write something is they plan out what they intend to write. Before the writers write something, they think about, consider, and determine what they want to convey. For certain writers, detailed notes may be required.

2) Drafting

First version of writing can be defined as a draft. In the first draft, editing or revising are often done later. During the editing process, a few drafts will be created along the route to final edition.

3) Editing (reflecting and revising)

After finishing a draft, the writers generally examine the draft to figure out where the mistakes or error in sentence structure are. Perhaps the information they wrote is unclear, or perhaps one of the sentences is vague or perplexing. Other readers (or editors) who remark and provide recommendations are frequently helpful



in reflecting and editing. This allows the author to make any required modifications based on the feedback from another reader.

4) Final Draft

This draft is the result of the writers' editing of the previous drafts. The writers produce the final draft after they change what supposed to be changed or edit the draft into the correct one.²¹

The researcher draws a conclusion based on the explanation that to have an excellent writing there are four stages that should be done by the writer. The first is planning. It is about collecting the ideas what she/he wants to write. The second is drafting, which at this point the writer begins writing according on the writer's plan. Then the third stage is editing. After the writer writes the first draft, the writer should read their first draft and change or fix what they should change or fix in the draft. Finished output of the writing process is called final draft.

2. Concept of Text

a. Definition of Text

Text was defined by Anderson as certain words that combined to express an ideas.²² In other words, text is a collection of words ordered into a phrase or sentence in spoken or written form which has a significance in order to give an information, tell something, explain the

²¹ Jeremy Harmer, *How to Teach Writing* (Harlow: Pearson Education Limited, 2004), p.

²² Mark Anderson, Kathy Anderson, *Text type in English*, (South Yarra: Mackmillan Education Australia, 1997), p. 1

meaning, etc. In addition, Given defined that text refers to anything written down.²³ What is the content of writing (scientific, fiction, etc.), is also called text.

Text is a words or phrases formation that following syntactic principles to convey writer's intended message completely.²⁴ Because of that, when creating a text, the writer should concern to the use of grammar by structuring the words or phrases according to grammatical rules.

Texts are classified by Anderson into two types: literacy and factual, which are listed below:

1) Literacy Texts

It is designed to attract someone's emotions and imagination. It has three primary sorts: dramatic, narrative, and poetic.

2) Factual Texts

This text conveys facts or ideas to disclose, inform, or reassure the reader. Factual text includes recount, explanation, debate, information report, and procedure.²⁵

b. Kinds of Text

Gerot and Wignell categorized text genres into thirteen categories, are listed below:

²³ Lisa M. Given, *The Sage Encyclopedia Qualitative Research Method*, (London: Sage, 2008), p. 863

²⁴ Ken Hyland, *Teaching and Researching Writing (2nd Ed.)*, (Edinburgh Gate: Pearson Education Limited, 2009), p. 8

²⁵ Mark Anderson, Kathy Anderson, *Text type in English, Op. Cit*, p.1

1) Spoof

Tells the story of an event in a funny way.

2) Recount

Recounts an incidents to tell or amuse the audience.

3) Report

Report text is written to depicts how things are in our environment and what is going on around us by referring to a natural and social happenings.

4) Analytical Exposition

It is written to convince the reader that anything in the instances is true.

5) News Item

One kind of texts that informs the audience about current incidents that are deemed noteworthy.

6) Anecdote

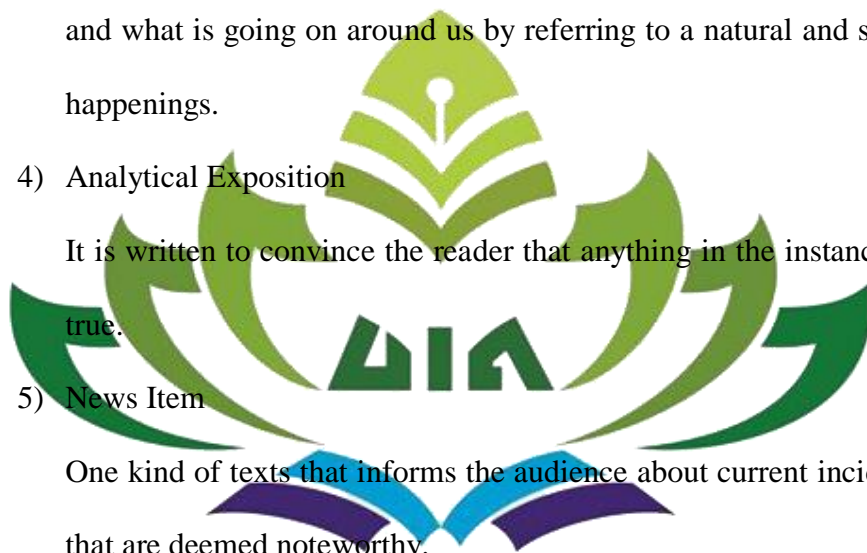
Anecdote is one kind of texts that conveys a story about an uncommon or humorous occurrence with others.

7) Narrative

One kind of text which has some purposes, such as to amuse and deals with real or fictitious story.

8) Procedure

A procedure text is literature that specifies how to achieve something by use of a series of actions.



9) Description

One that describes certain people, location, or item.

10) Hortatory Exposition

One that is written to convince the audience on what should or should not happen.

11) Explanation

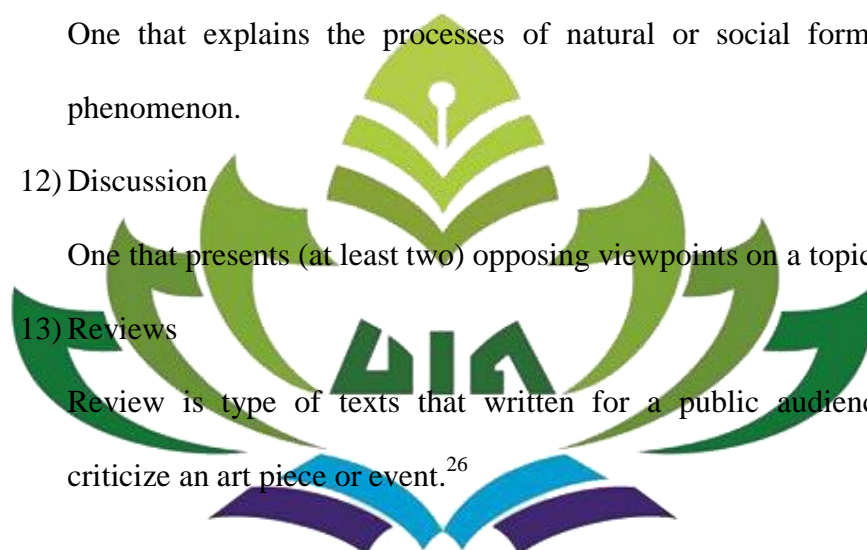
One that explains the processes of natural or social formation phenomenon.

12) Discussion

One that presents (at least two) opposing viewpoints on a topic.

13) Reviews

Review is type of texts that written for a public audience to criticize an art piece or event.²⁶



3. Concept of Descriptive Text

a. Definition of Descriptive Text

Anderson and Anderson defined descriptive or description as detailing a specific individual, place, or items by depicting its characteristics without including personal opinion.²⁷ In other words, description can be defined as an explanation of something such as feel, color, smell, look of things, or expression. For example, when people

²⁶ Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), p. 192-220

²⁷ Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Australia: Macmillan Education Australia Pty Ltd, 1998), p.26

try to describe someone, they will mention all things in that person. It can be the shape of face, hair, the body, what color of clothes that she/he wear, etc. It is similar with Kane statement which he stated that depiction related with senses, such as how the thing appears, heard, or feels. In general, description refers to visual experience, and also refers to different sorts of thoughts.²⁸

Descriptive text is one that is written with the intent of describing something, which includes detail information about person, place, or things. Hegarthy defines descriptive text as one type of text that explains specifics of the object as clearly as possible to the readers.²⁹ In addition, Gerot et al. in Mursyid defines the descriptive text definition as type of text which the aim is to provide information. The information that will be provided is about specific description or depiction of a certain items, animals, or people.³⁰ Descriptive text usually used to show an information by describe the object clearly. The point of descriptive text is to build readers' imagination of the content of the text. Wishon and Burks said that description aids readers in seeing a location or a person, as well as understanding a sense or emotion through their imagination.³¹

²⁸ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Oxford University Press, 2000), p. 351

²⁹ Carol Hegarthy, *Writing English in Context*, (USA: Saddleback Educational Publishing, 2000), p. 34

³⁰ M Mursyid PW, *English Learning Handout*, (Karangdadap), p. 4
<http://mmursyidpw.files.wordpress.com/2011/02/learning-description.pdf>, accessed October 4th, 2020)

³¹ George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litten Educational Publishing, 1980), p. 128

Based on preceding explanation, it is feasible to deduce that descriptive text is text that depicts or explains a characteristics, the qualities of something such as items, person, animal, or others to helps the readers in developing their own imagination about the text. Descriptive text gives a detail information about something. Just same with other kind of text, this text has a general structures and also linguistic features.

b. Structure of Descriptive Text

General form of genre is defined as a generic structure. Two general structures of descriptive text were identified by Gerot and Wignell In Mursyid below:

1) Identification

Identification is the process of identifying the phenomenon that will be reported. It specifies who or what is being discussed. The identification generally begins in the opening paragraph to introduce the reader.

2) Description

The term "description" refers to the process of describing a component, quality, or feature. The thing will be described in detail by the writers. Description are used to support the identification.³²

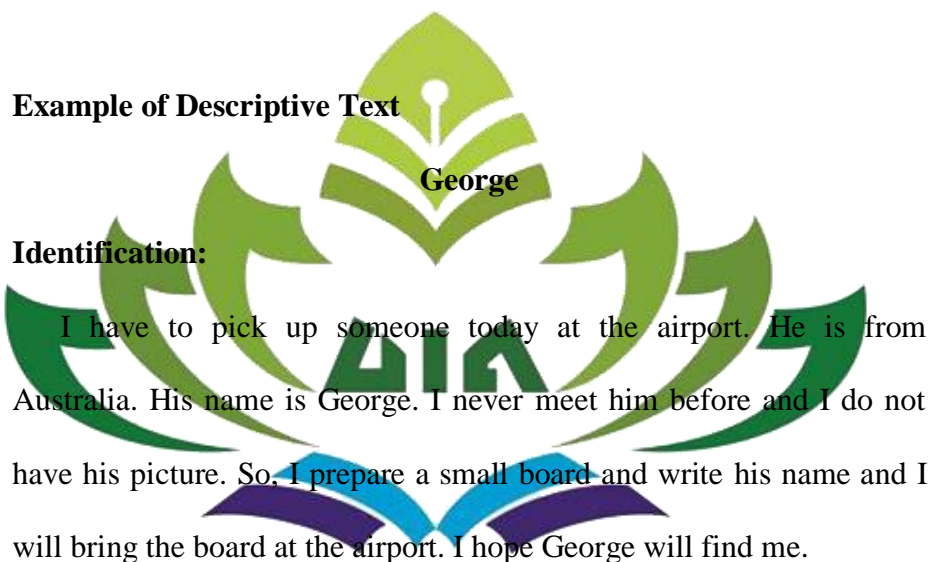
³² M Mursyid PW, *Op. Cit*, p. 4

c. Linguistic Features of Descriptive Text

Descriptive text contains linguistic characteristics. Busseemi mentioned some additional linguistic characteristics as follows:

- 1) Using proper nouns and concrete nouns
- 2) The use of powerful verbs
- 3) Inclusion of particulars.³³

d. Example of Descriptive Text



Identification:

I have to pick up someone today at the airport. He is from Australia. His name is George. I never meet him before and I do not have his picture. So, I prepare a small board and write his name and I will bring the board at the airport. I hope George will find me.

Description:

In the airport, I meet with George. He wear black shirt, blue jeans, and red shoes. He also bring a big orange bag. He has 190cm tall. His body is thin, and he has red hair. He also has thick mustache.³⁴

³³ Santi V. Busseemi, "*A Reader for Developing Writers (5th ed)*", (New York: McGraw, Hill, 2002), p. 267-268

³⁴ HelferPhoto, 23+ Contoh Descriptive Text Lengkap Beserta Strukturnya: Pengertian, Ciri-Ciri, dan Tujuan. Available on <https://helferphoto.com/23-contoh-descriptive-text-lengkap-beserta-strukturnya-pengertian-ciri-ciri-dan-tujuan/>, accessed on 27th January 2021.

4. Concept of Descriptive Text Writing Ability

Descriptive writing explains someone, a place, or something in detail. According to Gerot et al. in Mursyid, descriptive text is type of text which has reasons to provide information or depiction about specific creature, individual, thing, or others.³⁵ The students need to comprehend the points before make a good descriptive text.

The students should express their thoughts of the topic in writing their descriptive text, and also focus on the descriptive text generic structure that was previously discussed. To create a decent piece of writing, students must keep the consideration about writing aspects because the researcher will assess their writing ability by the aspect of writing.

Based on the preceding description, descriptive text writing ability can be concluded as the ability to depict a sort of object such as human, area, thing, or creature with a good aspects of writing including content, organization, vocabulary, language use, and mechanics.

5. Concept of Media

a. Definition of Media

Media, often known as medium, is a tool that can be used to help people in doing something. According to Gerlach and Elly, media is any individual, thing, instrument, or experience which builds up a condition, which empower the students to obtain information,

³⁵ M Mursyid PW, *Op. Cit*, p. 4

aptitudes, and attitudes.³⁶ It means that media can be anything around us that used to support or help human's activity.

The media plays an essential part in the teaching and learning process. Media become one of the most important thing that teacher should have in order to inform the material easily. Media aids the teacher in delivering content to students throughout the teaching and learning process. Media facilitates the teacher in giving instruction. Also, media makes the activity in the class more fun and better than just telling the material verbally.

From the description above, media refers to any person, material, or event that used to support or help the teacher in deliver the material to the students. Media makes teaching and learning process become easy and better. Teaching writing by using media is a good idea to try.

b. Classification of Media

Sanjaya stated that media is classified into three categories. They are:

1) Audio Media

Audio media is type of media that only has voice component or only can be listened. Radio, music, and recorded media are examples of this type of media.

2) Visual Media

³⁶ Gerlach, V.S., & Ely, D.P., "*Teaching and Media: A Systematic Approach (2nd ed)*", (Englewood Cliffs, NJ: Prentice-Hall Incorporated, 1980), p. 241

Visual media is non-verbal media which only has visual element and only can be seen. This media includes textbooks, magazine, newspaper, journal, bulletins, web pages, blogs, etc.

3) Audio Visual Media

Type of medium that has both voice and visual element. It covers videotapes, cinema, and television.³⁷

Based on the preceding explanation above, Twitter is classified as a visual media because it is a type of microblogging.

6. Concept of Twitter

a. Definition of Twitter

Twitter is a famous application that people use in daily activity as a tool to help them in sharing something. Arthur and Klein in Mervat defined that Twitter (microblogging) is a social messaging platform that allows users to send short, instantaneous messages to others.³⁸ It indicates that Twitter is a medium for sharing ideas, thoughts, and communicating with people all over the world. In Twitter, people can make and post a simple content to others. It can be sharing an opinion, sharing an experience, telling someone about something, or building a communication to all humans.

³⁷ Wina Sanjaya, “*Perencanaan dan Design Pembelajaran*”, (Jakarta: Kencana Prenada Media Group, 2008), p. 211

³⁸ Mervat Abd Elfatah Ali Said Ahmed, “The Effect of Twitter on Developing Writing Skill in English as a Foreign Language”, *Arab World English Journal (AWEJ) Special Issue*, no. 2, (2015), p. 136
<https://www.semanticscholar.org/paper/The-Effect-of-Twitter-on-Developing-Writing-Skill-a-Ahmed/c3c82d5b70effb45e2f07c46c5b06e5775a7755d>, accessed on 18th February 2020.

In addition, E. Hamandaoglu in Ianatul Khoiriyah & Nailis Sa'adah Safitri defines twitter as a microblogging that lets users to interact with others by expressing their present state through tweets.³⁹ Tweet is all of posts that people posted in Twitter. When someone make a tweet, people can write a comment or share the tweet which called re-tweet. The information that posted in Twitter is also easy to read without spending time too much because the Twitter has limited number of 140 characters.

Twitter not only used for make a conversation or a place for sharing with other people, but Twitter also can be used to in a learning activity. According to Alqunayeer, Twitter is a social networking platform. The users can "tweet" at any time, using smartphones or computers, and within the restriction of 140 characters. Users may also add any link they want such as blogs, YouTube, and pictures.⁴⁰ Which based on that statement, Twitter can be utilized in learning activity, mostly to improve writing ability by writing or making a tweet. For example, the teacher may instruct students to post a short story in Twitter. The limited characteristics are a challenge to make the students think critically what they should write in a limited words.

³⁹ Ianatul Khoiriyah & Nailis Sa'adah Safitri, "Students' Perception on the Use of Twitter to Learn English: a Preliminary Study", *AASIC: Asian Academic Society International Conference*, (2017), p.161
<http://aasic.org/proc/aasic/article/view/287>, accessed on 18th February 2020.

⁴⁰ Huda Sulieman Alqunayeer, "*The Impact of Teaching Through Twitter on Students' Vocabulary Learning: A Case Study of Qassim University*", *World Journal of English Language*, Vol. 6, No. 2, June 2016, p. 36
https://www.researchgate.net/publication/308044954_The_Impact_of_Teaching_through_Twitter_on_Students%27_Vocabulary_Learning_A_Case_Study_of_Qassim_University, accessed on 26th January 2020.

There are several features in one tweet, they are: are:

1) Reply

A reply is used when the user wants to give a comment or respond someone's tweet. With this feature, the user can also reply to his/her own tweet to make it a series of tweets called a thread. In a thread, the users can combine their tweets by inserting other users' tweets with or without comment on it.

2) Retweet

Retweet is a similar with 'share' feature in Facebook. There are two kinds of retweets on Twitter: retweet and quote retweet. The first one is the old-fashioned retweet which is used just to indicate one user agrees and wants to share it. The second one is used to retweet with the comment on that.

3) Like

A love symbol feature called Like is used when the user agrees with others' tweet.

4) Share

The share feature seems to have the same usage with retweet feature since it is meant to share the tweet. The difference between these two features is retweet is meant to share a tweet, while the share feature is meant to share a tweet to other application.⁴¹

⁴¹ Tweet Tabs, *Like, Retweet, and Quote Retweet: Understanding the Twittersverse*, retrieved from <http://tweettabs.com> on January 15th 2020

b. Procedure of Using Twitter

According to Hiroshi Watanabe, the procedure of using twitter are as follows:

- 1) Make sure that you have twitter application. You can download it from your smartphone.
- 2) Open the application and enter your name and phone number/email address. Use your actual one because the following step will need you to authenticate.
- 3) Enter the verification code you received, then choose a password.
- 4) Select whether or not you want to sync your contacts. It helps you to find Twitter followers that you already know in your contact, but if you don't want to, simply click "not now."
- 5) Congratulations! You've made it! To tweet, simply click the blue button on the top right, and to change your profile image and settings, click the grey silhouette on the top left.⁴²

c. Procedure of Peer Response

According to Melni, there are four steps of peer response technique, they are:

- 1) **Preparation** : The teacher makes design of lesson plans, test, texts, book, media, and other teaching material that will be used in teaching and learning process.

⁴² Hiroshi Watanabe & Wired Staff, "How to Use Twitter: Critical Tips for New Users", 2018. Available on <http://www.wired.com/story/how-to-setup-twitter-search-hashtag-and-login-help/>, accessed on March 8th 2020.

2) Introduction : The teacher explains about the definition, importance, the procedure of the teaching technique (peer response), and sample of a certain type of writing and to introduce the students how to apply the technique to make a type of writing.

3) Activity : a) the teacher asks the students to write a text, b) the teacher divides them into some groups, c) the teacher gives a peer response sheet, d) the readers read the write's paper and give their respond on the response sheet, e) the writer considers the readers' comment to make a revision.

4) Reviewing : The class is allowed to give any questions/answers, and comments and suggestions.⁴³

Meanwhile, according McIver in Agus, the procedures of peer response are:

- 1) The students were divided into some groups. The teacher prepares a picture and guided question.
- 2) The students in group discuss the picture given in term of general classification and identification by using guided questions.
- 3) The students wrote a draft descriptive text in a group based on the picture and guided questions which already been discussed before.
- 4) Each group gave comments or responses to the other groups' writing in term of generic structure and language features of descriptive text by fill in the peer response sheet.

⁴³ Melni, Thesis S1-degree, *The Effect of Peer Response Technique on Student's Achievement in Writing Descriptive Text*, Strategies at Junior High School, (Medan: The State Islamic University of North Sumatera), p. 9-11

- 5) After discussed the feedback from the other group, the students re-wrote a report text individually based on the feedback, comment, and suggestion from the other group.⁴⁴

d. Procedures of Teaching Writing by Using Twitter

Boumediene stated that the teaching procedures of using twitter application as follows:

- a. The teacher introduces Twitter application to the students and how to sign in to the application.
- b. The teacher teaches the students how to sign into the application and explains the facilities of social media.
- c. The teacher will post a topic (written, a video, a link...) - tweet related to the material on the account. In this step, teacher can also give the instruction (make paragraph , etc.).
- d. The classroom will re tweet on the topic using links or writing paragraphs that they should comment on immediately.
- e. The teacher checks the hub account to provide feedback as needed and encouraged students to tweet their own responses.⁴⁵

Meanwhile, Kan stated that writing can be developed through Twitter. The students are asked to read twitted written texts, they can further be asked to write similar sort of text and post it. For example,

⁴⁴ Agus Sriwiyanti, Thesis S1-degree, *Improving Students' Ability Writing Report Text Through Peer Response Technique*, Strategies at Senior High School, (Ketapang: Tanjungpura University), p.5

⁴⁵Houda Boumediene, Madhubala Bavaharji & Fatiha Kaid Berrahal, "*The Effect of Using Twitter on Improving EFL Students' Writing: A Case Study*", 2018, p. 27

for story writing, the teacher posts the first sentence, say, the starting of the story and gets the students to complete it collaboratively. The first student develops it by adding 140 characters, and this will continue until the story is completed. This activity develops students' creative thinking and writing. The characters limitation is the best part of this activity that obliges the students to precise in their writing. However, the students are likely use abbreviation to make it precise, in this concern, its teacher's role to ban them from doing so.⁴⁶

In addition, Hull & Dodd in Malik, in order to reach out to students and engange them in the classroom, teachers can assign students to compose regular tweets with hashtags, discuss interesting tweets, and promptly reply to students questions and other course information.⁴⁷

Based on the procedure above, the researcher constructed the procedures for teaching writing through Twitter by using Peer Response Technique. They are:

- 1) The teacher makes a thread about the descriptive text material in Twitter Application.
- 2) The students read the descriptive text material and write their question in the reply column.
- 3) The teacher instructs the students to create one descriptive text and paires the students randomly.

⁴⁶Pramod Kumar Sah, "Let's Tweet to Learn English: Using Twitter as a Language Tool in the ESL/EFL Classroom", An International Peer-Reviewed Open Access Journal, Vol. 2, Numb. 1, 2015, p. 15

⁴⁷ Aqdas Malik, Cassandra Heyman-Schrum, & Aditya Johri, "Use of Twitter across educational settings: a review of the literature", 2019, p. 10

- 4) The teacher describes about how to do peer response technique based on their group through Twitter to the students.
- 5) The students write the first draft of their descriptive text by posting a tweet or a thread in their account.
- 6) After post a thread, the students give a comment or suggestion by type the respons in reply column on students' tweet in their group.
- 7) Based on comments/feedback from their friends, the students revise their draft and write their final writing text by using quote retweet on the first tweet.

e. **Advantages and Disadvantages of Using Twitter**

All of media has an advantages and disadvantages. Twitter as the learning media has some advantages and disadvantages for education and language learning. The advantages of using Twitter including:

- 1) A simple communication media, that is easy to spread an information.
- 2) Very interactive.
- 3) Both of teacher and students can make a discussion.
- 4) Learning is not limited by time and space.
- 5) Can or provide information quickly.
- 6) Learning will be more enjoyable.

Then the disadvantages of using twitter for education and language learning, they are:

- 1) Limited to 140 characters.
- 2) It sends direct messages only to one user at a time.⁴⁸

B. Relevance Study

There are two previous research that conduct similar research with present research. The first was carried out by Yudi Juniardi and Ria Utami entitled Improving Students' Writing Skill Through Twitter. This study was conducted to see how students' writing skill might be improved by using Twitter in planning an activity and recount text. The participants in this study were 27 eighth-grade students from SMPN 1 Kota Serang and this research was divided into two cycles. The first cycle, the researcher instructed students to make an activity plan or schedule for next Sunday on Twitter, and then researcher assessed students' grammar and content aspect on students' writing. Then for the second cycle, researcher instructed the students to make recount text and assessed students' grammar and content aspect on students' writing. The finding of this study revealed that the percentages of students' writing improvement of each cycle were increased. For the first cycle, the improvement of students' writing ability is 13,79% and the second cycle is 14,92%.⁴⁹

⁴⁸ Latifah Rakhma Romadhon, Emma Dwi Indriani, Kunrat Nur Setiawan, "Writing Short Stories Using Twitter as a Media for Student's Writing Skills," *ETERNAL: English Teaching Journal*, Vol. 11, No. 1, (2020), p. 19-29

https://www.researchgate.net/publication/341445763_Writing_Short_Stories_Using_Twitter_as_a_Media_for_Student%27s_Writing_Skills, accessed on 28th January 2021.

⁴⁹ Yudi Juniardi and Ria Utami, "Improving Students' writing Skill Through Twitter," in *Conference of English Studies Series 10* (Center for Studies on Language and Culture, Atma Jaya Catholic University of Indonesia: Research Gate, 2018), <https://www.researchgate.net/publication/323596282>, accessed on 18th February 2020.

The second research is by Mervat Abd Elfatah Ali Said Ahmed entitled The Effect of Twitter on Developing Writing Skill in English as a Foreign Language. The goal of this research was to see if there was a difference in student writing between those who used Twitter and those who did not. This research was carried out in the College of Science and Arts at a female branch of Qassim University in Saudi Arabia, with 60 undergraduate female students in the first semester. The students were separated into two groups: 30 for the experiment and 30 for the control. The learners in this study were instructed to make a five-paragraph essay. According to the findings of the study, there was a statistically significant difference in mean scores between the experimental group ($X_1=20$) and the control group ($X_2=11.3$) in the post-test of writing, as indicated by T-value (24.8).⁵⁰

C. Frame of Thinking

Writing is required in learning English. It is because to communicate effectively in English, the students are demanded to proficient in English not just orally, but also in writing. They should be able to write as well as they speak it. In this case, to make a good written form, the students should be mastered in writing skill. Writing become the most complicated skill in learning English. Students need to think about the grammar, vocabulary, and

⁵⁰ Mervat Abd Elfatah Ali Said Ahmed, "The Effect of Twitter on Developing Writing Skill in English as a Foreign Language," *Arab World English Journal (AWEJ) Special Issue*, no. 2, (2015)
<https://www.semanticscholar.org/paper/The-Effect-of-Twitter-on-Developing-Writing-Skill-a-Ahmed/c3c82d5b70effb45e2f07c46c5b06e5775a7755d>, accessed on 18th February 2020.

of course they should arrange the words into a correct sentence in order to make the readers understand what they write about.

Writing has many purposes. It is based on the function of the text of writing, for example is descriptive text, which is written to depict something. Here, senior high school students are still having some problems in writing descriptive text. When teaching writing, teacher usually instructs the students to rewrite a text from the textbook on a piece of paper which it is a bit boring and does not motivate the students to develop their writing ability. As we know, media is an excellent tool for assisting teacher in delivering material in classroom and also in teaching writing. The usage of Twitter as an alternative media helps teacher to build students' writing motivation and improve their writing ability.

Based on the preceding description, researcher assumes that Twitter can be the solution to assist students enhance their descriptive text writing ability. Twitter is a appropriate media for teaching writing descriptive text.

D. Hypothesis

The following is the research hypothesis:

Ha: There is a significant influence of using Twitter Application towards students' writing ability in descriptive text.

Ho: There is no significant influence of using Twitter Application towards students' writing ability in descriptive text.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research design, variable of the research, population, sample, and sampling technique, research procedures, data collecting technique, research instrument, scoring procedure, validity, reliability, readability, and data analysis.

A. Research Design

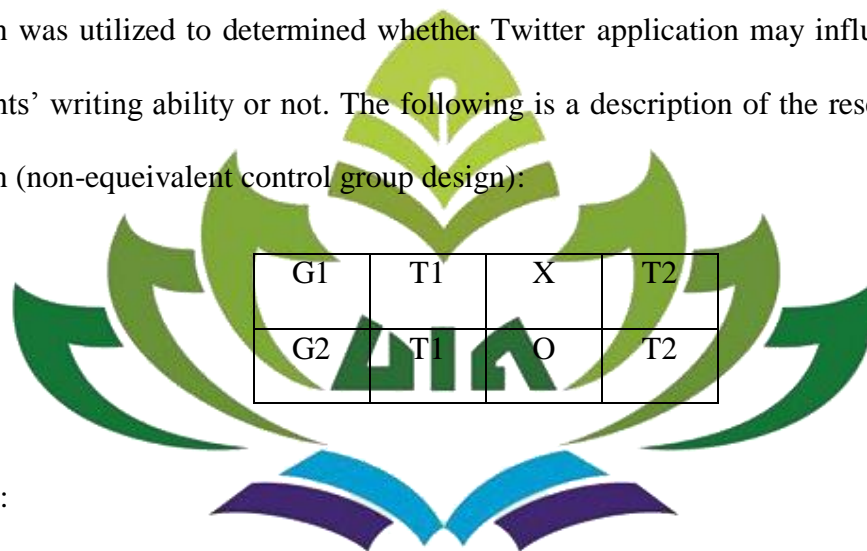
Experimental design was utilized as the research design. Creswell defined experimental research as a conventional way of doing quantitative study. In experimental research, researcher puts the notion or technique to be tested and see if it has any effects on the result or dependent variable.⁵¹ Basically, this implies that experimental research is utilized to determine the effectiveness of the researcher' treatment. According to Donald, experimental research entails the systematic modification of one or more variables on another variable.⁵² Experimental design is used to accomplish a quantitative study.

The researcher utilized quasi-experimental design for this research. Creswell stated that quasi experiment involves a group assignment, but not random group assignment. When employing a quasi-experimental design, researcher applied pre-test and post-test technique to gather data. Researcher assigns experimental and control treatments, gives pre-test to both classes,

⁵¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.)*, (Boston: Pearson Education, 2012), p. 295

⁵² Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education (8th Ed)*, (Belmont: Wadsworth Cengage Learning, 2002), p. 26

administers the experimental treatment to experimental class, then gives post-test to both classes to compare the differences between them.⁵³ It indicates that quasi-experimental design requires the researcher to carry out the experimental treatment in experimental class only and administers pre-test and post-test to both of classes in order to determine the distinctions between experimental and control class' scores before and after the treatment. This design was utilized to determined whether Twitter application may influence students' writing ability or not. The following is a description of the research design (non-equeivalent control group design):



Notes:

G1 : Group 1 (Experimental Class)

G2 : Group 2 (Control Class)

T1 : Pre-Test

T2 : Post-Test

X : Treatment

O : No Treatment

This may be explained in the following:

1. Administering pre-test (T1) which proposed to quantify students' writing before the treatment.

⁵³ *Ibid*, p. 310

2. Applying an experimental treatment that was using Twitter Application (X) to teach writing.
3. Administering post-test (T2) which proposed to measure students' writing after the treatment.

B. Variable of the Research

This research variables are as follows:

1. Twitter Application is an independent variable (X)
2. Students' writing ability in descriptive text as the dependent variable (Y)

C. Operational Definition of Variable

The following is the operational definition of variables in this research:

1. Twitter Application is a media that enable the students to send and receive an information, message, and discuss something.
2. Students' writing ability in descriptive text is ability of the students to write or make a text that depicts a particular sort of objects like people, animal, location, or something, which fulfills writing aspects as in content, organization, vocabulary, language use, and mechanics.

D. Population, Sample, and Sample Technique

1. Population of the Research

Collection of people who have similar characteristics and are used as the research subject is the definition of population. Creswell defines

population as the collection of people who have similar characteristics is called population.⁵⁴ The researcher chose the tenth grade students of MAN 1 Pringsewu in academic year 2020/2021 as the population for this research. It has 132 students that distributed into four classes, as shown in table 2.

Table 2
The Students of the Tenth Grade at MAN 1 Pringsewu in the Academic Year 2020/2021

No	Classes	Gender		Total
		Male	Female	
1	X MIA 1	8	28	36
2	X MIA 2	8	28	36
3	X MIA 3	9	21	30
4	X MIA 4	7	23	30
Number of Students				132

Source: MAN 1 Pringsewu in the academic year of 2020/2021.

2. Sample of the Research

Part of population that the result is represent the whole observed is called sample. Fraenkel defines sample as a subset of a larger group of people which it may be different from what was originally selected because of some causes.⁵⁵ The researcher picked up two groups for the sample. They were X MIA 3 (experimental class, with 30 students) and X

⁵⁴ John W. Creswell, *Educational Research; Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson), p.142

⁵⁵ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education (7th ed.)*, (New York: McGraw-Hill, 2009), p.106

MIA 4 (control class, with 30 students). The sample consists of 60 students in total.

3. Sampling Technique

The researcher obtained this research sample utilizing cluster random sampling. As defined by Fraenkel and Wallen, it is when the subjects are chosen in groups, instead of individually.⁵⁶ It indicates that both of classes were chosen at random. The processes of determining experimental and control class are listed below:

- a. Firstly, write all of name of classes on small paper.
- b. Next, place them in a cup.
- c. The researcher shakes the cup until one rolled-paper pieces falls. This fall paper is chosen as experimental class.
- d. Researcher puts the paper and shakes the cup and lets one rolled-paper pieces falls from the cup. It is how the researcher get control class.

E. Research Procedure

The researcher applied following steps while conducting this research. The steps are listed below:

1. Finding the Subject of Research

As a research subject, researcher picked tenth grade students from MAN 1 Pringsewu. This research subject was divided into control class and experimental class.

⁵⁶ *Ibid*, p. 95

2. Designing the Instrument

Writing test was utilized as the instrument for this research. Students in both classes received the identical instrument with some topics that were discussed.

3. Administering Pre-test

Students were granted a pre-test to find out their starting ability. During the pre-test, students were assign to create a 100 word or more descriptive text, according to presented topics. The students were requested to make a descriptive text after selecting one of supplied themes. The topics were familiar, which made them an excellent match for the students. Like Ir. H. Joko Widodo, he is 7th president of Indonesia which the students know him and feel easy to describe. Talang Indah is the one of suitable topics, the students will easy to describe this place because Talang Indah is one of tourist attraction in Pringsewu. Smartphone is a thing that almost all of people have especially students. The students will describe their own phone which they will feel easy to describe it. The topics are:

- a. Ir. Hi. Joko Widodo
- b. Talang Indah
- c. Smartphone

4. Conducting Treatment

After pre-test, the treatment was given in 3 times. For first gathering, the researcher described descriptive text material about people and gave

description of Maudy Ayunda as the example. In the second gathering, researcher described the same material but different topic. The topic is about place, and the researcher gave the description of Raja Ampat as the example. Then, the researcher gave an explanation about describing thing in third treatment. After gave the explanation, researcher assigned the students to create descriptive text.

5. Administering Post-test

A post-test was administered to assess students' progress in descriptive text writing ability. Post-test was also granted to see if students' writing skills had improved. The students were tasked with selecting topic and writing a descriptive text. The topics were picked from previously taught material, such as person, place, and item. Hi. Sujadi Saddam is the regent of Pringsewu, which the students will have a better knowledge of him. BMJ Garden is a well-known location in Pringsewu region, and students will find it simpler to explain it. T-shirts are a must-have item in any person's wardrobe. It is used by everyone in the world, therefore it will be easy for students to describe. These topics were appropriate since it was familiar to students. The following are the topics:

- a. Hi. Sujadi Saddam
- b. BMJ Garden
- c. My Favorite T-shirt

6. Analyzing the Result of Pre-test and Post-test

After assessing the test, researcher examined the result to compare and determine if the score of post-test was greater than pre-test.

7. Analyzing the Data

Researcher utilized SPSS to compute the data that had been collected.

F. Data Collecting Technique

Test was utilized by researcher to obtain data. Students' descriptive text writing ability was assessed using this test. The tests include pre- and post-test. Pre-test was administered to both of classes to determine students' first ability before treatment. Post-test was then provided to determine ability of students after the treatment.

G. Research Instrument

Data are collected by utilizing an instrument. According to Fraenkel and Wallen, an instrument is any piece of equipment that utilized to collect data, such as pencil and paper tests, surveys, and scoring systems.⁵⁷ This research was conducted by using writing test as the measuring instrument. The researcher created two instruments: a pre- and post-test, and these instruments required the students to create descriptive text after selecting one from provided topics.

Several sources stated explanation regarding the length of words and time allotment in writing. According to Breland, the sample of an essay is roughly 150 words in high school English grade and writing skill evaluations from

⁵⁷ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* (7th ed), Op Cit, p.110

high school teachers.⁵⁸ While Munoz et al. created a particular instructions in writing, such as length of words, for example 100 words, one page, etc., and time allocation, for example 30 minutes or 60 minutes.⁵⁹ Based the preceding description, researcher concluded the least number of words that students should write is 100 words, with a time limit of 60 minutes.

This research instrument asked students to explain one from three provided topics. Students created descriptive text of at least 100 words in 60 minutes. The topics are listed below:

1. Pre-test

Pre-test instrument's topics are Ir. H. Joko Widodo, Talang Indah, and Smartphone.

2. Post-test

Post-test instrument's topics are Hi. Sujadi Saddam, BMJ Garden, and My Favorite T-shirt.

H. Scoring Procedure

Heaton's scoring system was used to compute the research test score.⁶⁰

Table 3

Scoring Rubric

Items	Score	Description
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⁵⁸ Hunter M. Breland, *The Direct Assessment of Writing Skill: A Measurement Review*, (New York: College Entrance Examination Board, 1983), p. 13

⁵⁹ Ana Munoz, Sandra Gaviria, Marcela Palacio, *Guidelines for Teaching and Assessing Writing*, Grupo de Investigacion Centro De Idiomas (GICI) Universidad EAFIT, 2006, available on publicaciones.eafit.edu.co/viewfile.com accessed on 29th, November 2020.

⁶⁰ J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1988), p. 146

Content	30-27	Excellent to very good: Knowledgeable - substantive - etc.
	26-22	Good to average: Some knowledge of topic - adequate range - etc.
	21-17	Fair to poor: Limited knowledge of topic - little substance - etc.
	16-13	Very poor: Does not demonstrate knowledge of topic - not substantive - etc.
Organization	20-18	Excellent to very good: Fluent expression - ideas are conveyed simply and clearly - etc.
	17-14	Good to average: Somewhat choppy - not well structured but main ideas are clear - etc.
	13-10	Fair to poor: Non fluent - ideas confused or unconnected - etc.
	9-7	Very poor: Does not communicate - no organization - etc.
Vocabulary	20-18	Excellent to very good: Sophisticated range - effective word/idiom selection and use - etc.
	17-14	Good to average: Adequate range - occasional mistakes of word/idiom form, selection, use but the meaning is clear.
	13-10	Fair to poor: Limited range - frequent mistakes of word/idiom form, selection, use, etc.
	9-7	Very poor: Translation mostly - little knowledge of vocabulary in English.
Language Use	25-22	Excellent to very good: Effective complex constructions - etc.
	21-19	Good to average: Constructions that are effective but simple - etc.
	17-11	Fair to poor: Problems with basic and complicated structures - and so on.

	10-5	Very poor: There is almost no mastery of sentence structure rules - etc.
Mechanics	5	Excellent to very good: Demonstrates mastery of conventions - etc.
	4	Good to average: Occasional mistakes of spelling, punctuation - etc.
	3	Fair to poor: Frequent mistakes of spelling, punctuation, capitalization - etc.
	2	Very poor: No conventions mastery – too much mistakes of spelling, punctuation, capitalization, paragraphing – etc.

Final score = C + O + V + L + M = 30 + 20 + 20 + 25 + 5 = 100

Note:

C : Content (30)

O : Organization (20)

V : Vocabulary (20)

L : Language Use (25)

M : Mechanics (5)

I. Validity, Reliability, and Readability of Test

1. Validity of the Test

An Excellent test has a validity. Arikunto defined validity as a matter of relevance. Test should quantify what supposed be quantified.⁶¹

Therefore, test is valid if the items of the test instrument measure what is

⁶¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2013), p. 211

intended to be assessed. The researcher utilized content validity and construct validity to determine the validity.

a. Content Validity

The term content validity refers to the test that should be appropriate with the subject or material that will be taught to students. The test in this research was designed to assess writing ability of Senior High School's tenth grade students. According to syllabus, descriptive text was learned at Senior High School's tenth grade.

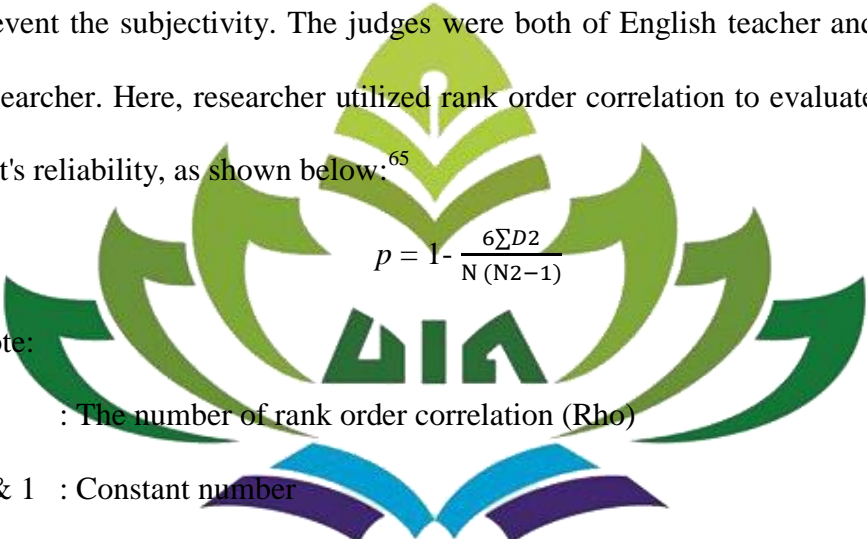
b. Construct Validity

The construct validity deals with measuring test-takers' ability. Best and Kahn stated, the grade which explain test results by the explanatory structures of a good theory is referred as construct validity.⁶² It indicates that construct validity will be concentrated on writing aspects that can be utilized to assess students' ability. The researcher aimed to assess students' descriptive text writing skills using Heaton's five-point grading system. Mr. Muh. Faizin, an English teacher, was contacted by the researcher in order to determine whether the instruments met the requirements for content validity and construct validity.

2. Reliability of the Test

⁶² John W. Best, James V. Kahn, *Research in Education (7th ed.)*, (New Delhi: Prentice Hall, 1995), p. 296

Consistent and trustworthy are the hallmarks of a reliable test.⁶³ A test's reliability is to quantify of the fairness and correctness of the test's results. According to Schreiber, values consistency, test results, or weight measurements is known as reliability.⁶⁴ The researcher utilized inter-rater reliability, which the test scores were evaluated by two or more judges separately. Inter-rater was applied to verify the ratings consistency and to prevent the subjectivity. The judges were both of English teacher and the researcher. Here, researcher utilized rank order correlation to evaluate the test's reliability, as shown below:⁶⁵



$$p = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Note:

p : The number of rank order correlation (Rho)

6 & 1 : Constant number

D : Difference of Rank Correlation ($D = R_1 - R_2$)

N : Number of Students

Hereinafter, in order to determine reliability test level or quality, researcher utilized the reliability criteria listed below:

- a. 0.800 - 1.000 = very high
- b. 0.600 - 0.800 = high
- c. 0.400 - 0.600 = medium

⁶³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2003), p. 20

⁶⁴ James B. Schreiber, Kimberly Asner-Self, *Educational Research the Interrelationship of Question, Sampling, Design and Analysis*, (Cambridge: John Willey and Sons Inc, 2011), p. 110

⁶⁵ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2012), p. 232

d. 0.200 - 0.400 = low

e. 0.000 - 0.200 = very low.⁶⁶

3. Readability of the Test

The researcher used test of readability as the indicator to determine how easy the material to read and comprehend. For assessor, statistics on readability are a good indicator to measure the difficulty level of language in text. Researcher used Kouame's research to determine the readability of writing test instrument. The attendees were questioned to assess based on the direction. On a scale of 1 to 10, they assessed their comprehension of each item, where, 1 portrays the question that is not difficult to read and 10 portrays the question that is hard or difficult to comprehend.⁶⁷ The readability questionnaires were given to the students by using Google Form.

According to Kouame's research, the instrument is extremely clear and easily understood by participants if the mean of all instrument questions is less than 4.46. Hence, in view of the result of the Kouame's study, if all instrument questions has average under 4.46, it means that the readability is good.

The mean of all writing test instrument questions in this research was 2.13 (less than 4.46), suggesting that it was readable. (See appendix 11)

⁶⁶ Suharsimi Arikunto, *Op. Cit*, p. 319

⁶⁷ Julien B. Kouame, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, (Journal of Multi Disciplinary Evaluation, Volume 6 (14), 2010), p. 133 available on journals.sfu.ca (Accessed on february 14th, 2021)

J. Data Analysis

1. Fulfillment of Assumption

In order to generate the correct results, the assumptions of normality and homogeneity tests must be met. In other words, researcher must conduct several tests: test of normality and homogeneity, to obtain an accurate result.

a. Normality Test

Test of normality was performed to specified whether or not the collected data had a normal distribution. Researcher utilized SPSS (Statistical Program for Social science) for statistical calculation in this research.

The following are the normality test acceptance or rejection criteria::

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The following are normality test hypotheses:

H_0 : the data are normal distributed

H_a : the data are not normal distributed

b. Homogeneity Test

Following receipt of normality test result, researcher performed test of homogeneity to determine whether or not the collected data was homogeneous. For homogeneity test, the researcher employed SPSS (Statistical Program for Social Science) for statistical calculation. The Levene's Test is used to determine homogeneity.

The following are the homogeneity test acceptance and rejection criteria:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The following are homogeneity hypotheses:

H_0 : the variance of the data are homogeneous

H_a : the variance of the data are not homogeneous

2. Hypothetical Test

Following the calculation of normalcy and homogeneity test, researcher carried out the hypothetical test for the next step. Independent sample t-test was utilized to specify the treatment influence.

The following are the hypotheses:

H_a : there is a significant influence of using twitter application towards students' writing ability in descriptive text.

H_0 : there is no significant influence of using twitter application towards students' writing ability in descriptive text.

The following are the hypotheses test acceptance or rejection criteria:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the research procedure, process of treatment, data analysis, and the discussion of the research.

A. Research Procedure

The research was carried out from March 31st 2021 to May 1st 2021. Before started the research, researcher contacted the principal and English teacher to gain their consent. After received approval, the researcher carried out several activities:

1. Determined the research subject

The subject was determined through cluster random sampling. Then, researcher got X MIA 3 (experimental class) and X MIA 4 (control class).

2. Designed the instrument

A writing test was employed as the research instrument. The test required students to write a descriptive text for both pre- and post-test activities. For pre-test, students described about Ir. H. Joko Widodo, Talang Indah, and Smartphone. While for post-test the students described about Hi. Sujadi Saddam, BMJ Garden, and My Favorite T-shirt.

3. Held the pre-test

Pre-test activity for experimental class was held on Wednesday, April 7th 2021 and Wednesday, March 31st 2021 for control class. This post-test was granted to determine students' writing ability before the treatment.

4. Gave the treatment

The treatment was given to the research sample. The researcher applied different treatment between experimental class and control class. Twitter Application was used to teach experimental class students. Meanwhile, control class students were taught through Google Meet usage.

5. Held the post-test

The post-test activity was given on Saturday, May 1st 2021 for experimental class. Then, Wednesday, April 14th 2021 for control class. This post-test was administered to determine students' writing after the treatment.

6. Analyzed the obtained data from pre-test and post-test.

After finishing pre-test, treatment, and post-test activity, the obtained scores were continued to be analyzed. The researcher utilized SPSS to analyze normality and homogeneity.

7. Tested the formulated hypothesis and drew a conclusion.

Once the data were processed, then researcher did a hypothetical test to see if the offered treatment had an effect on the students' writing ability or not. The result was used to make a research conclusion.

8. Reported the result of the research.

The final step was to report the obtained data and its interpretations.

B. Process of Treatment

The treatment was performed in each class for three meetings by online learning class because of COVID-19 pandemic, and the different topics was

given in each treatment. There are 30 students in each of both of the experimental and control class. The final treatment was performed on Thursday, April 8th 2021 in control class and Friday, April 30th 2021 in experimental class.

1. Description of the Treatment for Experimental Class

a. Description of the First Treatment for Experimental Class

The first meeting was held on Wednesday, April 14th 2021 at 09.45 a.m. by using Twitter Application. Firstly, the researcher open Twitter Application, then checked students attendance on researcher's tweet. After that, the researcher posted a thread of descriptive text material and gave example of describing people (about Maudy Ayunda). Here there were some students asked a question that related to the material and researcher responded to the students' questions in the reply column.

Afterwards, researcher instructed the students to create one descriptive text. Researcher also divided the students into 5 groups randomly, which one group had 6 students. Then researcher explained how to do peer response through Twitter to the students. After all of the students posted their descriptive text, they gave a comment of their one group friends' thread. After the students got feedbacks from their friends, the students revised their descriptive text and made the new one by using quote retweet on the first thread. In the first meeting, the students looked a little bit confused but they did it well. The students

were active enough, built a good communication, learned how to make a good sentence, and mostly learned about the right one vocabulary to use related on their descriptive text.

In closing step, researcher formed a conclusion before end the class and said goodbye.

b. Description of the Second Treatment for Experimental Class

The second meeting was held on Tuesday, April 27th 2021 at 09.45 a.m. by using Twitter Application. Firstly, the researcher open Twitter Application, then checked students attendance on researcher's tweet. After that, the researcher posted a thread of descriptive text material and gave example of describing place (about Raja Ampat). Here there were some students asked a question about the material and researcher responded to the students' questions in the reply column.

Afterwards, researcher instructed the students to create one descriptive text. Researcher also divided the students into 5 groups randomly, which one group had 6 students. Then researcher explained how to do peer response through Twitter to the students. After all of the students posted their descriptive text, they gave a comment of their one group friends' thread. After the students got feedbacks from their friends, the students revised their descriptive text and made the new one by using quote retweet on the first thread.

In closing step, researcher formed a conclusion before end the class and said goodbye.

c. Description of the Third Treatment for Experimental Class

The third meeting was held on Friday, April 30th 2021 at 09.45 a.m. by using Twitter Application. Firstly, the researcher open Twitter Application, then checked students attendance on researcher's tweet. After that, the researcher posted a thread of descriptive text material and gave example of describing thing (about my favorite bag). Here there were some students asked a question that related to the material and researcher responded to the students' questions in the reply column.

Afterwards, researcher instructed the students to create one descriptive text. Researcher also divided the students into 5 groups randomly, which one group had 6 students. Then researcher explained how to do peer response through Twitter to the students. After all of the students posted their descriptive text, they gave a comment of their one group friends' thread. After the students got feedbacks from their friends, the students revised their descriptive text and made the new one by using quote retweet on the first thread.

In closing step, researcher told to students about post-test meeting before end the class and said goodbye.

2. Description of the Treatment for Control Class

a. Description of the First Treatment for Control Class

The first meeting was performed on Thursday, April 1st 2021 at 07.15 a.m. by using Google Meet. Before the researcher taught the

material, the researcher did the opening such as welcomed the students, prayed, verified students' attendance, and inquired about their health. Then after that, researcher started the class and gave material in Google Meet by using 'sharescreen' feature.

Next, the researcher explained descriptive text material such as definition, generic structure, etc. Researcher also discussed about students' general mistakes in pre-test meeting. The researcher taught descriptive text about person and gave descriptive text of Maudy Ayunda as the example in the first treatment. After the explanation of the material, researcher inquired students' comprehension about the material and gave an occasion for students to ask some queries regarding the material by using 'chat' feature or through microphone. Then, the researcher sent a link of Google Form and gave an opportunity for the students to create one descriptive text about people and submit the task by upload the picture of the text in Google Form. The researcher provided a feedback to students' task and remind the students to write according to the aspect of writing, general structure, the language feature, etc. based on the students' mistakes in the task.

The closing step of teaching and learning process, researcher answered some questions from the students and made a conclusion before prayed together and ended the class.

b. Description of the Second Treatment for Control Class

The second meeting was conducted on Wednesday, April 7th 2021 at 07.15 a.m. by using Google Meet. Before the researcher taught the material, the researcher did the opening such as welcomed the students, prayed, verified students' attendance, and inquired about their health. Then after that, researcher started the class and gave material in Google Meet by using 'sharescreen' feature.

Next, the researcher explained descriptive text material. The researcher taught descriptive text about place and gave descriptive text of Raja Ampat as the example in the second treatment. After explained the material, researcher inquired students' comprehension about the material and gave an opportunity for the students to ask some questions regarding the material by using 'chat' feature or through microphone. Then, the researcher sent a link of Google Form and gave an opportunity for the students to create one descriptive text about people and submit the task by upload the picture of the text in Google Form. Based on the students' mistakes in their task, the researcher provided comment and reminded them to write according to the writing aspects, general structure, the language feature, etc. Here, the researcher discovered that students' mistake were decreased.

The closing step of teaching and learning process, researcher answered some questions from the students and made a conclusion before prayed together and ended the class.

c. Description of the Third Treatment for Control Class

The third meeting was performed on Thursday, April 8th 2021 at 07.15 a.m. by using Google Meet. Before the researcher taught the material, the researcher did the opening such as welcomed the students, prayed, verified students' attendance, and inquired about their health. Then after that, researcher started the class and gave material in Google Meet by using 'sharescreen' feature.

Next, the researcher explained descriptive text material. The researcher taught descriptive text about thing and gave descriptive text of my favorite bag as the example in the third treatment. After the explanation of the material, researcher inquired students' comprehension about the material and gave an occasion for the students to ask some queries regarding the material by using 'chat' feature or through microphone. Then, the researcher sent a link of Google Form and gave an opportunity for the students to create one descriptive text about people and submit the task by upload the picture of the text in Google Form. Based on the students' mistakes in their task, the researcher provided comment and reminded them to write according to the writing aspects, general structure, the language feature, etc. Here, the researcher discovered that students' mistake were decreased.

The closing step of teaching and learning process, the researcher answered some questions from the students and made a conclusion

about the material. After that, the researcher informed the students about post-test meeting then prayed together and closed the class.

C. Data Analysis

The purposes of this research was to determine if there is significant influence of using Twitter Application towards students' writing ability of tenth grade of MAN 1 Pringsewu in academic year 2020/2021. The sample was 60 students, who were split into two groups: control and experimental.

Researcher obtained data from students' pre- and post-test scores. For experimental class, pre-test was held on Wednesday, April 7th 2021 then Saturday, May 1st 2021 for post-test. Whereas in control class, the pre-test was held on Wednesday, March 31st 2021 then Wednesday, April 14th 2021 for post-test. After administering instruments to both the classes, researcher obtained students' score and compared them.

1. Experimental Class Pre-test Result

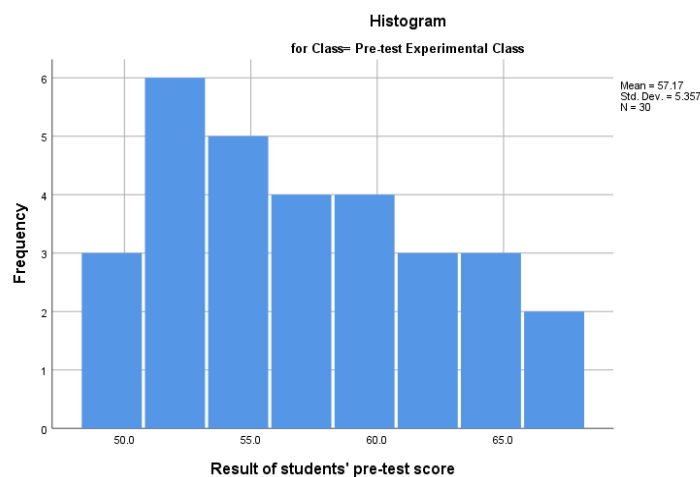


Chart above showed the highest score is 67,5 and the lowest score is 49,5. The mean of the pre-test score in experimental class is 57,17. It demonstrated students' writing ability before the treatments.

2. Control Class Pre-test Result

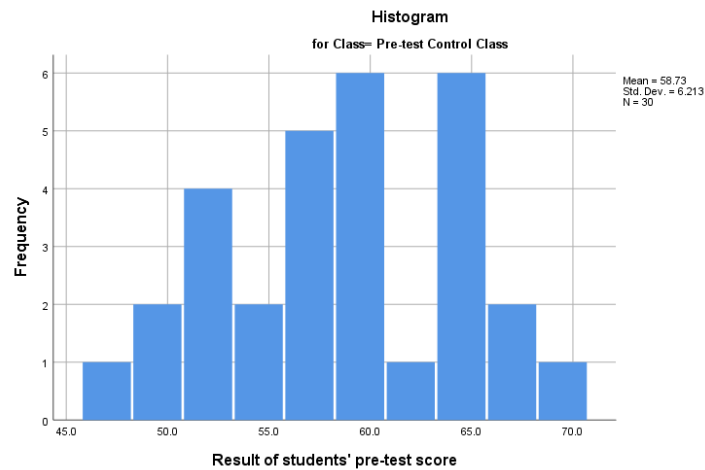


Chart above showed the highest score is 70 and the lowest score is 47. The mean of the pre-test score in control class is 58,73. It demonstrated students' writing ability before the treatments.

3. Experimental Class Post-test Result

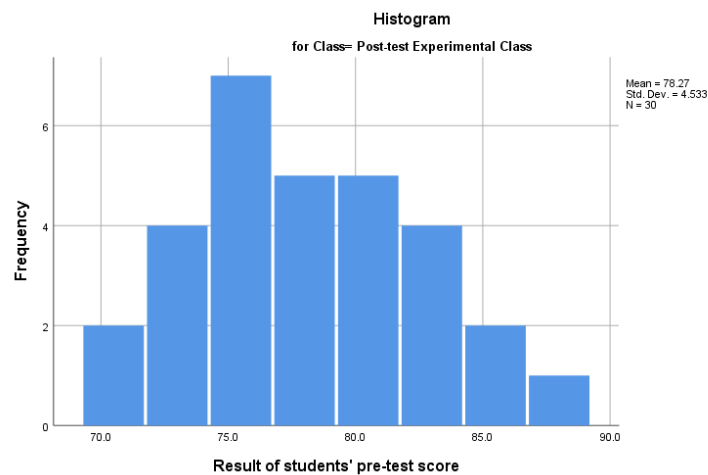


Chart above showed the highest score is 88,5 and the lowest score is 70,5. The mean of post-test score in experimental class is 78,27. It demonstrated students' writing ability after the treatments.

4. Control Class Post-test Result

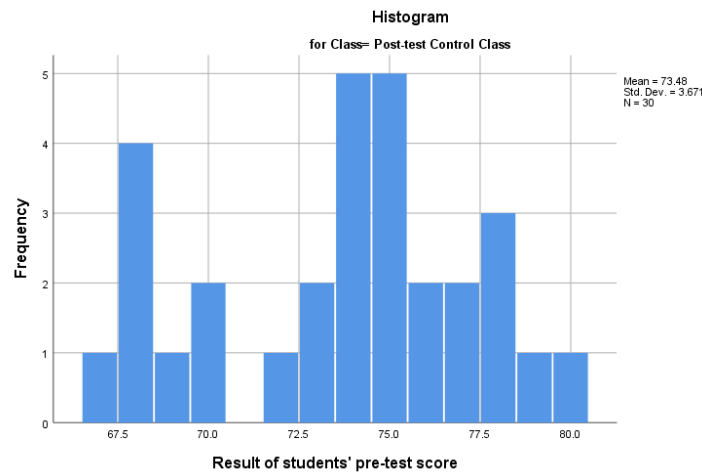


Chart above showed the highest score is 80 and the lowest score is 67. The mean of post-test score in control class is 73,48. It demonstrated students' writing ability after the treatments.

5. Result of Normality Test

Normality test was performed to determine whether or not the data in experimental and control class were normal distributed. SPSS (Statistical Program for Social science) was used for statistical computation in this research.

The following are the normality assumptions:

H_0 : the data are normally distributed

H_a : the data are not normally distributed

The following are normality test acceptance or rejection criteria:

H_0 is accepted if $\text{sig}(P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{sig}(P_{\text{value}}) < \alpha = 0.05$

Table 4
The Result of Normality Test

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	Df	Sig.
Result of Students' Writing Test Score	Pre-test Experimental Class	.108	30	.200 [*]	.947	30	.144
	Post-test Experimental Class	.096	30	.200 [*]	.980	30	.817
	Pre-test Control Class	.123	30	.200 [*]	.969	30	.503
	Post-test Control Class	.135	30	.170	.951	30	.180

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



From normality test outcome in table 4 above, it was known that significant score both of Kolmogorov-Smirnov or Shapiro-Wilk > 0.05 . The appeared result shown that the data were normal distributed.

6. Result of Homogeneity Test

Homogeneity test was performed to assess whether or not the data was homogeneous. The researcher did this test after test of normality. Homogeneity (Levene's Test) was calculated by utilizing SPSS (Statistical Program for Social Science).

The following are the homogeneity assumptions:

H_0 : the variance of the data are homogeneous

H_a : the variance of the data are not homogeneous

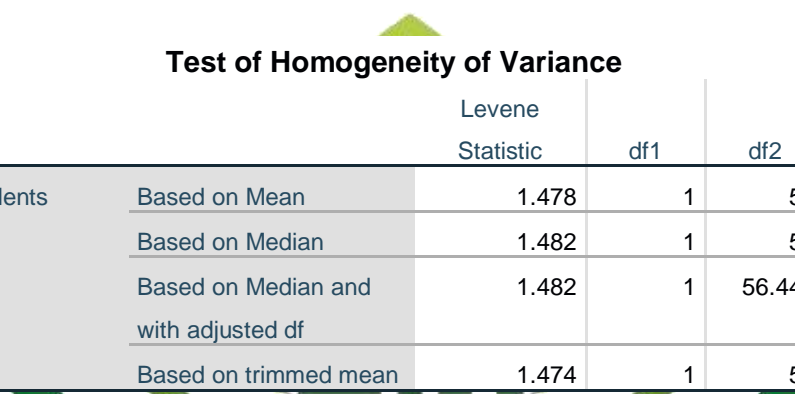
While the following are the homogeneity test acceptance or rejection criteria:

H_0 is accepted if $\text{sig} (P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{sig} (P_{\text{value}}) < \alpha = 0.05$

Table 5

The Result of Homogeneity Test



		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Result of Students Writing Score	Based on Mean	1.478	1	58	.229
	Based on Median	1.482	1	58	.228
	Based on Median and with adjusted df	1.482	1	56.441	.229
	Based on trimmed mean	1.474	1	58	.230

The appeared result shown that the data were homogenous. The homogeneity test outcome was 0.229 and passed minimum value 0.05 which meant that the obtained data were homogeneous.

7. Result of Hypothetical Test

The hypothetical test can be performed once the two conditions of normalcy and homogeneity have been met. For the kind of test, the researcher employed an independent sample t-test.

The hypotheses were listed below:

H_a : there is a significant influence of using twitter application towards students' writing ability in descriptive text.

H_0 : there is no significant influence of using twitter application towards students' writing ability in descriptive text.

While the following are the hypotheses test acceptance or rejection criteria:

H_0 is accepted if $\text{sig}(P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{sig}(P_{\text{value}}) < \alpha = 0.05$

Table 6
The Result of Hypothetical Test
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2- tailed)	Mean Differe nce	Std. Error Differe nce	95% Confidence Interval of the Difference	
Result of Students Writing Score	Equal variances assumed	1.478	.229	4.4 92	58	.000	4.7833	1.0649	2.6517	6.9150
	Equal variances not assumed			4.4 92	55. 597	.000	4.7833	1.0649	2.6497	6.9169

From the hypothetical test results in the table above, all of the significant (2-tailed) are 0.000 which they are less than 0.05. Because of this, H_0 is refused and H_a is approved. According to calculation, it is possible to infer that the use of Twitter Application has a significant

influence on tenth grade students' writing ability at the second semester at MAN 1 Pringsewu in academic year 2020/2021.

D. Discussion

According to pre-test result, students' writing score before researcher used Twitter Application as the media in teaching writing process was low. Then from post-test score result, the researcher discovered different result from two classes. Experimental post-test score showed the greatest improvement, which means students' writing ability improved after the researcher implemented Twitter Application.

The researcher used Twitter Application as the media in descriptive text teaching writing. Students participated actively and responsively in the teaching and learning activity. They also build a communication with their friends such as gave some comments to their friends that related with the material and their friends' tweet, which they not just build a good communication but also learning together. For these reasons, the Twitter application is one of extremely beneficial learning media which gave positive impacts and improved students' descriptive text writing ability. The prior research that done by Yudi Juniardi and Ria Utami also said that using Twitter Application as media was excellent and effective.⁶⁸ The preceding explanation answered this research problem formulation which "is there any significant

⁶⁸ Yudi Juniardi and Ria Utami, "Improving Students' writing Skill Through Twitter," in *Conference of English Studies Series 10* (Center for Studies on Language and Culture, Atma Jaya Catholic University of Indonesia: Research Gate, 2018), <https://www.researchgate.net/publication/323596282>, accessed on 18th February 2020.

influence of using Twitter Application towards students' writing ability in descriptive text at the second semester of the tenth grade of MAN 1 Pringsewu in academic year 2020/2021?"

Nonetheless, the researcher identified a number of problems when doing this research. Some students had difficulties while attempting to open the application due to a shortage of internet data. Aside from that, some of them were also still confused about how to use Twitter application because the teacher only utilized E-Learning Madrasah and Google Meet for teaching and learning activities.

Twitter Application that used for language learning, successfully enhanced tenth grade students' descriptive text writing ability at MAN 1 Pringsewu. Students' writing ability was better after the treatment by using Twitter Application as the medium in learning writing. They all wrote better, learning together, and build a communication which increased their interest in writing. The students also generated better descriptive text in the post-test by employing more relevant contents inside a well-organized paragraph.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion of the research.

A. Conclusion

After the research of using Twitter Application towards students' writing ability at MAN 1 Pringsewu has been conducted and the data has been analyzed, then the researcher concluded that there is a significant influence of using Twitter Application toward students' writing ability. According to the data analysis result in the previous chapter, the result of independent sample test showed that the value of significance (2-tailed) was 0.000 and was less than 0.05. It indicates H_0 was rejected and H_a was accepted.

As a result Twitter Application may impact students' writing ability. It was evident from students' scores before and after treatment. Twitter Application aided students in improving their writing ability, particularly while learning from home without feeling bored. It also required students to write anything, which improved their writing ability.

B. Suggestion

According to the finding of the research, researcher attempts to offer a few suggestions after the research is completed. The suggestions are:

1. For the English Teacher

- a. The English teachers should know and realize that there are some skills in English. All skills have different difficulties that faced by the students and have a distinct manner of solving them.
- b. Considering the use of media in teaching writing. In fact, media helps the teacher to build and develop students' interest in learning writing. Also, media motivates the students' writing ability.
- c. The teacher can utilize Twitter Application as the one alternative media to teach writing. Twitter helps teacher in teaching writing become interactive and fun.
- d. As the teachers, do not be afraid to try a new media for a fresh teaching and learning experience.

2. For the Students

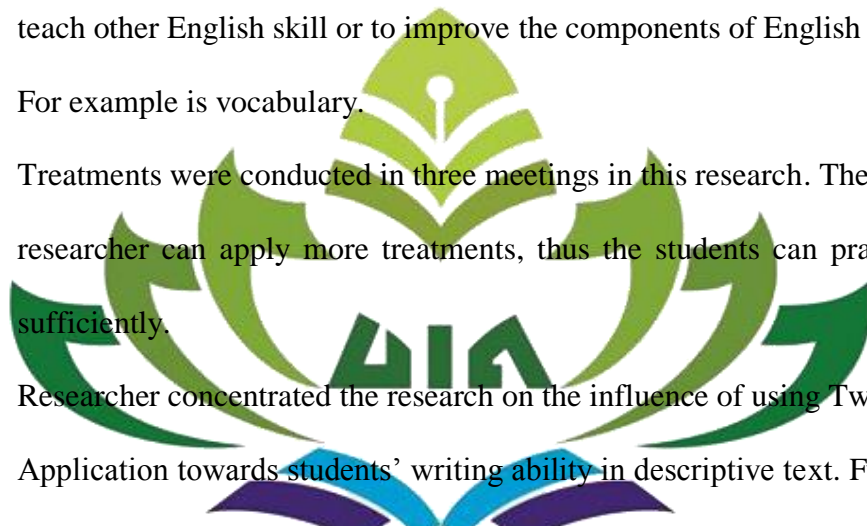
- a. English has four main skills, and one of them is writing. Thus it means writing is important. The students need to learn and practice writing frequently to improve their writing ability.
- b. The students must be more engaged in English learning activity, especially in writing.
- c. The students should use their social media wisely. It is good if they utilize their social media to learn something or enhance their skills in English, especially writing.

3. For the School

For school, help teachers in educating the students by providing more facilities for teaching and learning process, especially for online class.

4. For the Other Researcher

- a. Researcher employed Twitter Application towards students' writing ability in Senior High School. The next researchers can apply Twitter Application to a different students level, such as Vocational High School or Junior High School.
- b. For the next research, the researchers can apply Twitter Application to teach other English skill or to improve the components of English skill. For example is vocabulary.
- c. Treatments were conducted in three meetings in this research. The next researcher can apply more treatments, thus the students can practice sufficiently.
- d. Researcher concentrated the research on the influence of using Twitter Application towards students' writing ability in descriptive text. Future researchers can explore the different topic or text such as procedural text, analytical exposures text, etc.



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